

## OAKBROOK ELEMENTARY

306 Old Fort Drive  
Ladson, SC 29456

**GRADES** PK-5 Elementary School

**ENROLLMENT** 731 Students

**PRINCIPAL** Donna L. Clark 843-821-1165

**SUPERINTENDENT** Joseph R. Pye 843-873-2901

**BOARD CHAIR** Bufort Blanton, Jr. 843-873-2901

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
28	32	2	0	0

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

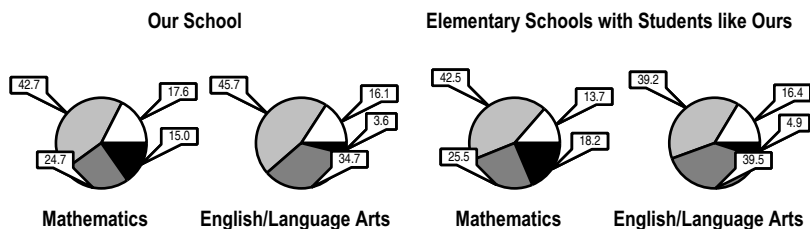
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




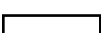
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Good	Below Average	N/A
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	54	159	99
Percent satisfied with learning environment	94.4%	88.1%	88.7%
Percent satisfied with social and physical environment	92.6%	82.8%	74.0%
Percent satisfied with home-school relations	96.3%	91.8%	84.7%

**PACT PERFORMANCE BY GROUP**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
<b>English/Language Arts</b>								
All students	443	99.8	16.1	45.7	34.7	3.6	38.3	17.6
<b>Gender</b>								
Male	237	100.0	15.5	47.3	33.3	3.9	37.2	17.6
Female	206	99.5	16.4	43.7	36.6	3.3	39.9	17.6
<b>Racial/Ethnic Group</b>								
White	309	99.7	12.3	44.9	38.4	4.3	42.8	17.6
African-American	119	100.0	24.0	49.0	26.0	1.0	26.9	17.6
Asian/Pacific Islander	8	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
<b>Disability Status</b>								
Not disabled	392	99.7	12.0	45.6	38.6	3.8	42.4	17.6
Disabled	51	100.0	44.0	46.0	8.0	2.0	10.0	17.6
<b>Migrant Status</b>								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	443	99.8	15.9	45.6	34.9	3.6	38.5	17.6
<b>English Proficiency</b>								
Limited English proficient	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	439	99.8	15.8	45.5	35.1	3.6	38.8	17.6
<b>Socio-Economic Status</b>								
Subsidized meals	137	100.0	25.7	50.4	23.0	0.9	23.9	17.6
Full-pay meals	306	99.7	11.9	43.7	39.7	4.7	44.4	17.6

<b>Mathematics</b>								
All students	443	100.0	17.6	42.7	24.7	15.0	39.7	15.5
<b>Gender</b>								
Male	237	100.0	15.0	45.4	24.2	15.5	39.6	15.5
Female	206	100.0	19.6	40.2	25.5	14.7	40.2	15.5
<b>Racial/Ethnic Group</b>								
White	309	100.0	11.2	43.0	26.7	19.1	45.8	15.5
African-American	119	100.0	32.7	41.3	21.2	4.8	26.0	15.5
Asian/Pacific Islander	8	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
<b>Disability Status</b>								
Not disabled	392	100.0	13.1	43.4	26.5	16.9	43.4	15.5
Disabled	51	100.0	48.0	38.0	12.0	2.0	14.0	15.5
<b>Migrant Status</b>								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	443	100.0	17.1	43.0	24.8	15.1	39.9	15.5
<b>English Proficiency</b>								
Limited English proficient	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	439	100.0	17.3	42.5	25.0	15.2	40.2	15.5
<b>Socio-Economic Status</b>								
Subsidized meals	137	100.0	29.2	41.6	24.8	4.4	29.2	15.5
Full-pay meals	306	100.0	12.2	43.5	24.8	19.4	44.2	15.5

**Abbreviations for Missing Data**

N/A Not Applicable

N/C Not Collected

N/R Not Reported

I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	127	N/A	11.8	28.3	53.5	6.3	59.8
	Grade 4	146	N/A	13.3	44.1	39.2	3.5	42.7
	Grade 5	167	N/A	15.0	48.5	34.7	1.8	36.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	143	100.0	11.0	37.0	46.5	5.5	52.0
	Grade 4	129	99.2	14.5	41.8	40.9	2.7	43.6
	Grade 5	171	100.0	21.3	55.5	20.6	2.6	23.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	127	N/A	8.7	37.8	35.4	18.1	53.5
	Grade 4	146	N/A	11.9	45.5	26.6	16.1	42.7
	Grade 5	167	N/A	12.0	56.3	19.8	12.0	31.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	143	100.0	13.4	44.1	27.6	15.0	42.5
	Grade 4	129	100.0	18.9	36.9	24.3	19.8	44.1
	Grade 5	171	100.0	20.0	45.8	22.6	11.6	34.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 731)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.0%	Up from 1.5%	1.9%	2.4%
Attendance rate	95.9%	Down from 96.7%	96.3%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	22.0%	Down from 26.9%	24.4%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	5.4%	Up from 4.2%	7.0%	8.0%
Older than usual for grade	0.5%	No change	0.6%	1.1%
Suspended or expelled	3.4%	Up from 1.1%	0.0%	0.0%

Teachers (n= 52)				
Teachers with advanced degrees	48.1%	Up from 45.6%	53.6%	50.0%
Continuing contract teachers	86.5%	Up from 84.2%	88.0%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	82.0%	Down from 83.0%	88.9%	86.2%
Teacher attendance rate	94.7%	Down from 95.3%	96.0%	95.3%
Average teacher salary	\$39,249	Down 0.2%	\$41,570	\$39,909
Prof. development days/teacher	10.7 days	Down from 10.9 days	10.1 days	11.4 days

School				
Principal's years at school	4.0	Up from 3.0	4.5	4.0
Student-teacher ratio	20.2 to 1	Up from 18.9 to 1	20.1 to 1	18.9 to 1
Prime instructional time	89.6%	Down from 91.3%	91.0%	89.7%
Dollars spent per pupil*	\$5,779	Up 2.8%	\$5,373	\$5,892
Percent spent on teacher salaries*	60.1%	Up from 59.4%	68.4%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Oakbrook Elementary School is located in the Summerville school district, Dorchester District Two. We serve 730 students with a staff of 85. The 2002-2003 school year was a great one where students were encouraged to achieve to their fullest potential and become lifelong learners. With the attendance lines redrawn, August brought students from four local schools to Oakbrook Elementary where parents, students and staff were united in forming a new school community. Our highly trained and dedicated teachers used a variety of teaching strategies to ensure that each child received the individual attention needed to be successful. OES teachers participated in several staff development opportunities to implement Integrated Thematic Instruction (ITI) that focused on use of the Lifelong Guidelines of Personal Best, Trustworthiness, Active Listening and No Put Downs. In addition, one of our teachers was named an Honor Teacher of the Year for Dorchester District Two.

Our PACT scores this year demonstrate our commitment to providing a quality teaching and nurturing environment. Several programs were implemented or expanded during the school year to address student needs. Students identified as needing remediation in reading and math were served through an after-school program three afternoons a week. An after-school computer lab was available four days a week to serve students in our Extended Day program. In addition, a transitional class for second grade and two 15:1 fifth grade classes helped to meet the needs of our at-risk students. We were one of 55 schools recognized by the Education Oversight Committee for "closing the gap" (performance level between the 75th and 89th percentile) between the performance of students who are economically advantaged and those who are economically disadvantaged and/or between the performance of students who are white and students who are African-American. Our goal is to continue to improve the performance of our students on the PACT test. Plans for the 03-04 year include the creation of Literacy Rooms to provide assistance for all students in grades 2-5.

Our school has very strong support from its parents. The Parent Teacher Association (PTA) and School Improvement Council (SIC) are the driving forces behind our school's successes. The PTA has made generous contributions to programs for our students such as sponsoring the Accelerated Reader program, Science and Reading Night, the Fall Festival, books for the Literacy Room, Awards Night, a visit by an author, teacher grants and many other materials to support our instructional program.

Through the assistance, support and dedication of our parents, staff and community, Oakbrook Elementary continues to progress towards reaching academic excellence. Donna Clark, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.